SEND (Special Educational Needs & Disabilities) Policy
Kenmore Park Infant & Nursery School



Inclusion Lead - responsible for managing the school's response to provision made for children with SEND:

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2026-2027

Special Educational Needs & Disabilities (SEND) Policy

Compliance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- The engagement model Guidance for maintained schools, academies (including free schools) and local authorities, July 2020

The Inclusion Lead, Mr. J Snowden, has gained the National Award for SEN (NASENCo Award) and is a member of the Senior Leadership Team (SLT).

Introduction

The SEN policy describes the way the staff at Kenmore Park Infant & Nursery School aim to meet the needs of children who experience barriers to their learning. (**CRC Article 2 - The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status.)**
We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that numerous children, at some time in their school career, may experience difficulties which affect their learning and we recognise that these may be short-term or long-term. Above all we endeavour to uphold their right to an education. **(CRC Article 28 – Every child has the right to an education)**

Aims

At Kenmore Park Infant & Nursery School (KPINS), we work in the belief that *all* children are entitled access to a broad and balanced curriculum which is relevant to their needs. We respond positively to the diversity of the pupils in our school, and aim to create a caring learning environment which takes account of each child's language, identity and cultural background. (**CRC Article 30** – **Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.)** All of the children in our care are unique, and any child could be vulnerable at some point in their school life. We are prepared to respond positively to the individual needs of each child, providing appropriate support that will help pupils achieve to their potential.

Every Teacher is a Teacher of **every** child including those with SEND. Quality-first teaching is expected.

Our school provides a focus on outcomes for children and we are determined to work in partnership with parents in the best interests of the child. (**CRC Article 29 – Education must develop every child's personality, talents and abilities to the full.)**

Objectives

At KPINS, we will work:

- to ensure that the SEN and Disability Act and relevant Codes of Practice and Guidance are implemented effectively across the school;

- to enable all children to have full access to a broad and balanced curriculum through differentiated planning appropriate to the individual's needs and abilities;
- to ensure that all children with special needs & disabilities take as full a part as possible in all school activities;
- to ensure that the special educational needs of individual children are identified, assessed and provided for;
- to provide specific provision matched to individual needs, in addition to adaptive classroom teaching, for those pupils on the SEN Register where necessary;
- to ensure that parents of children with special needs are kept fully informed of their child's progress and attainment. We recognise the need for strong home/school communication links in order to benefit all the needs of the child.

Areas of Need

The school will provide support for children based on the 4 broad areas of need identified in the SEN COP, 2014, whilst also recognising that children's needs often encompass two or more of these areas:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health Difficulties
- Sensory and/or physical needs

At KPINS we will seek to identify the needs of the pupils by considering the needs of the whole-child which will encompass more than just the special educational needs of the child.

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Learners have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is ***additional to*****,** or ***different from***, that made generally for other children or young people of the same age by mainstream schools.

Identifying & Responding to Special Educational Needs

KPINS will assess the progress of pupils through baseline assessments on entry and using available information from previous settings and other professionals. Class teachers, with the support of the the Inclusion Lead, will make regular assessments of progress for all pupils. Through examination of these assessments, children making less-than-expected progress (given age and individual circumstances) will be identified where, for example, progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rates of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap (SEN COP, 2014, p95)
- progress in areas wider than merely academic attainment will also be considered e.g. development of social skills
- progress on intervention is appreciably slower than peers on the same programme.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil

and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is required.

We will seek to identify and address SEN at the earliest possible stage, whilst acknowledging that there are often difficulties identifying SEN with children who are so young. Infant schools face particular dilemmas when identifying children as having SEN. Children develop at different rates and this is especially true when children are of Infant & Nursery School age.

Consulting and involving pupils and parents

KPINS is committed to continually improving the quality of teaching for all children within the school. **(CRC Article 28 – Every child has the right to an education.)** The first response to progress which is less than expected will be to consider possible barriers to learning by the Class Teacher and the Inclusion Lead/SENDCo and to decide which (or whether) intervention programmes are appropriate at this stage. The Class Teachers and Inclusion Lead will engage in dialogue at this time with the child's parents to share views, concerns, supportive strategies, and to discuss expected outcomes.

Depending on the level of needs identified at this meeting, an 'Initial Concerns Form' will be completed (See appendix 1) with targets and expected outcomes for the child. The meeting and form will aim to ensure that:

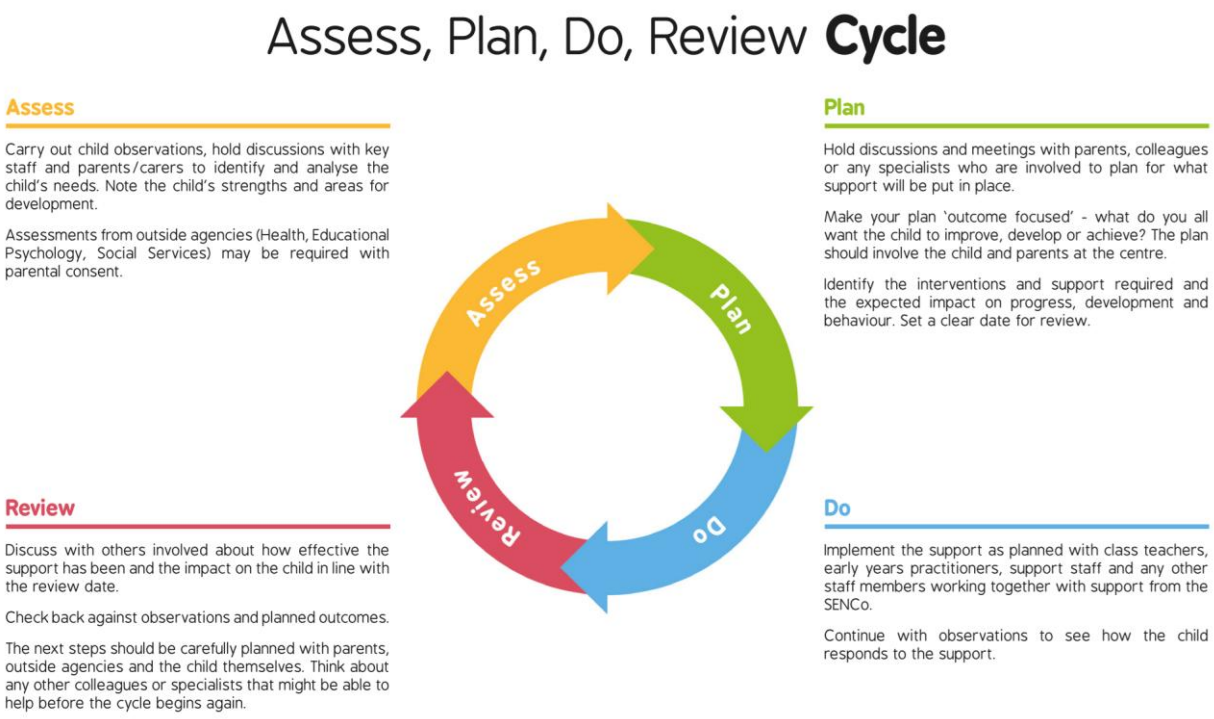
- everyone develops a good understanding of the pupil's areas of strength and difficulty
- we take into account the parents' views
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and reviewed following initial intervention.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



For children working with Speech and Language Therapy as the only agency, the children's goals will be reviewed by the Speech and Language Therapist. Aims of the therapy will be shared with parents via the target sheet ('green sheet').

Children's needs which are more complex and typically require the involvement of more than one agency will have an Individual Support Plan completed by the Inclusion Lead/SENCDo which will use reports and advice from agencies to construct goals and success criteria. These Support Plans will be reviewed termly/sooner depending upon needs of the child/the age-range the phase of education children are in – it is often appropriate to assess children in EYFS more frequently than those in KS1. Individual Support Plans may be used as evidence when requesting Education, Health and Care Plans (EHCPs)

All teachers and support staff who work with a child with SEND will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

For children working below the level of the national curriculum and not engaged in subject-specific study, the school will use the 'Engagement Model' as described in *The engagement model Guidance for maintained schools, academies (including free schools) and local authorities* July 2020.

Supporting pupils transitioning between phases & year groups

We will share information with schools the pupil is moving to regarding the child's SEND needs.

The school identifies children who will need support when transitioning between year groups and schools through speaking with Class Teachers and Support Staff. Based on our knowledge of the child, the school will provide further support to ease transition through e.g. organizing additional visits to the next school; providing 'Transition Booklets' for the children which detail what the children are looking forward to and provide visual reminders for them regarding e.g. their new teacher.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of *all the pupils in their class*.
High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated/adapted for individual pupils. Staff practice is carefully reviewed to ensure the quality of teaching for all pupils including those at risk of underachievement through performance management observations, coordinator observations, learning walks and other methods such as Local Authority Reviews/Inclusion Quality Mark reviews. This includes reviewing and, where necessary, improving staff's strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
The school seeks to work with parents so that there is a shared understanding of the pupils' needs.
The school provides interventions for children who require extra support. A list of interventions can be found in the school's SEND offer.

Adaptations to the curriculum and learning environment
We make the following adaptations to ensure all pupils' needs are met:

- Differentiating/adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Following recommendations by professionals from other agencies to make inclusive practice a reality for the child

Pathways

In 2025-26 the school took part in the 'PINS (Partnership for Inclusion of Neurodiversity in Schools) Project'. As part of this work, the school was supported to look at adaptive teaching and visit other schools who were seen as demonstrating excellent practice. Two schools that we visited were developing separate pathways for children with substantial needs. It is the school's intention, this year, to begin embedding similar models:

'Sunshine Pathway' will involve children with substantial needs being supported in an additional provision room. The room is being set up with exploratory learning activities and will incorporate time-tabled intervention such as bucket time, facilitated by skilled Teaching Assistants. Children will then be timetabled to spend time back in their classrooms at a workstation to complete an activity designed by their Class Teachers, based on targets from their Individual Support Plans (which are likely to come from their Education, Health and Care Plans). This is an exciting development for the school and reviews of practice will be carried out throughout the year.

'Rainbow Pathway' is focused on children who are able to access whole-class teaching with their chronological age group but who have specific areas which require reinforcement. For these children, foundation subjects will be planned differently allowing shorter input and different expectations regarding recording. Thus children may be supported in pairs, in the afternoon by a Teaching Assistant who would give a brief input on a specific subject and shorter recording for the child. Each child would then take it in turns to complete a specific activity to reinforce their learning e.g., having an additional phonics input to reinforce learning in this area.

Expertise and training of staff

The school's current Inclusion Lead has 16 years' experience in the role and has taken part in the Harrow's Special Educational Needs and Review Service (SENARS) panel to decide upon the awarding of Education, Health & Care Plans.

We have a team of teaching assistants, who have experience in several interventions (see the school's SEN offer for details of interventions.)

One member of Support Staff is ELKLAN-trained, meaning that she is trained to support and deliver interventions for children with Speech and Language Therapy needs, under the direction of a Speech and Language Therapist.

We also have several members of staff experienced in providing 1:1 support for children with high levels of SEN for e.g. Autistic Spectrum Disorder (ASD).

Training for staff depends upon the needs of the cohort.

The Inclusion Lead/SENDCo will be responsible for completing required planning and finance documents such as The Inclusive Mainstream Fund; the Inclusive Early Years Fund and Special Educational Needs Inclusion Fund (SENIF).

Any training needs which have been identified will be addressed in-house if skills and resources required to meet them are present. If outside training is required, the Inclusion Lead will liaise with the

CPD lead and outside agencies and organisations to identify relevant Continued Professional Development, specialist input and training.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Lead/SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's Inclusion Lead regularly attends the Local Authority's SENDCo network meetings in order to keep up to date with local and national developments and legislation in SEND.

Securing equipment and facilities
The Inclusion Lead/SENDCo will seek advice from local services e.g. the Children's Sensory Team, in order to procure equipment/facilities/opportunities which are necessary for the inclusion of children.

Monitoring and Evaluating SEND Support
KPINS carefully monitors school practice in relation to evaluating the quality of provision for all pupils including those with SEN. This is achieved through:

- Observations of practice as part of the performance management process of the school
- Auditing SEN practice
- Sampling pupil voice
- Sampling the views of parents through questionnaires/meetings
- Conducting learning walks.

The school has been assessed for the Inclusion Quality Mark and has been adjudged a 'Flagship' school for the last 9 years.

Evaluating the effectiveness of SEN provision
We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the Inclusion Lead/SENDCO & SLT
- Using overview recording sheets to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN
All of our extra-curricular activities and school visits are available to all our pupils
All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
Rarely are pupils excluded from taking part in these activities because of their SEN or disability.

Exiting the SEN register
Following review of interventions including the rates of progress and discussions with the child's class teacher and parent(s), a decision will be made regarding whether children should be removed from the SEN register. Typically, the decision will be made when:

- A child's rate of progress indicates they no longer require provision different from or in addition to the majority of other children.
- A child has been discharged from a specialist service due to achieving their outcomes.

Supporting Pupils at School with Medical Conditions
(**CRC Article 23 – A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.)**

Governments must do all they can to support disabled children and their families. KPINS recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including physical education and (wherever possible) school trips. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision
Further information regarding arrangements in place in KPINS to support pupils with medical conditions can be found in the school's Policy for *Supporting Pupils with Medical Conditions*.

Admission Arrangements

Kenmore Park Infant & Nursery School strives to be an inclusive school and as such the Governing Body believes that the admissions criteria should not discriminate against identified groups of pupils with SEN or disabilities. The school has due regard for the practice advocated in the Code of Practice (2014)

Roles & Responsibilities

Roles and Responsibilities of the Governing Body

The Governing Body's (with support from the SEND Governor) responsibilities to pupils with SEND include:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head Teacher and Inclusion Lead to determine the strategic development of the SEN policy and provision in the school
- Ensuring there is a qualified teacher, with the appropriate, accredited qualification, designated as SENDCO/Inclusion Lead for the school
- Ensuring that decisions made by the school do not 'directly or indirectly discriminate against, harass or victimise disabled children…'(COP 2014, p16)
- Ensuring the school is making 'reasonable adjustments including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers.' (COP, 2014, p16)

The SEN governor

The key responsibilities of the SEN governor include:

- helping to raise awareness of SEND issues at governing board meetings
- monitoring the quality and effectiveness of SEND and disability provision within the school and updating the governing body on this
- working with the Head Teacher and Inclusion Lead/SENDCO to determine the strategic development of the SEN policy and provision in the school

The Role of the Headteacher

The key responsibilities of the Headteacher include:

- ensuring that the school's SEN policy is carried out
- working with the SENDCO/Inclusion Lead and SEN governor to determine the strategic development of the SEN policy and provision in the school
- having overall responsibility for the provision and progress of learners with SEN and/or a disability

The Role of the Inclusion Lead/SENDCO

The key responsibilities of the Inclusion Lead/SENCO include:

- working with the Head Teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- having day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- being the point of contact for external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensuring the school keeps the records of all pupils with SEN up to date
- producing the annual SEND report and ensuring it is posted on the school website in a timely manner
- annually reviewing the school's SEND offer and ensuring it is posted on the school website

The Role of the Teachers

The key responsibilities of each Class Teacher include:

- being responsible for the progress and development of every pupil in their class
- providing quality-first teaching for all pupils
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- working with the Inclusion Lead/SENCO to review each pupil's progress and development
- and decide on any changes to provision
- ensuring they have read and follow this SEN policy

The Role of Support Staff

The key responsibilities of each Support Staff include:

- following Class Teacher's plans to work with small groups of pupils
- recording the progress of children on interventions including a baseline assessment
- recording the progress made by children supported in class and communicating this to the Class Teacher
- alerting the class teacher and Inclusion Lead/SENCo where there are further concerns regarding pupils, especially those already receiving SEND support
- providing evidence of progress of children in support groups
- encouraging and enabling children to access the curriculum by helping him/her to learn skills and undertake tasks
- preparing resources as required and to encourage independent use
- attending Annual Reviews (if supporting a child with an Educational Health & Care Plan (EHCP) and liaising with parents when necessary
- working in collaboration with class teachers to ensure consistency in classroom procedures and to ensure progress

Complaints about SEN provision

If a parent wishes to complain about the SEND policy or provision, they should in the first instance raise the concern with the Inclusion Lead who will attempt to resolve the situation.

If an issue cannot be resolved within 10 working days, a parent can submit a formal complaint to the Head Teacher in writing. The Head Teacher will reply within 10 working days. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on request from the school office.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- exclusions
- provision of education and associated services
- making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

The school frequently makes suggestions to parents regarding possible local agencies which may be able to support their child's needs. A meeting can be made with the Inclusion Lead via the school office who can then listen to parental concerns and suggest appropriate agencies.
Parents may wish to consult the **Harrow's 'Local Offer'**. Each Council is required to publish support which may be accessed for children with SEND. This can be found at https://www.harrowlocaloffer.co.uk/
The school also publishes what we can typically offer in terms of support for children. This can be found at https://kpins.harrow.sch.uk/school/sen-and-disability/ (SEN offer)

Monitoring arrangements

This policy and information report will be reviewed by the Inclusion Lead/SENCo every year. It will also be updated if any changes to the information are made during the year.
It will be approved by the governing body.

Links with other policies and documents

This policy links to the following other school policies:

- Accessibility plan
- Behaviour Policy
- Supporting pupils with medical conditions

Person Responsible for Policy:- Inclusion Lead/SENCo
To be reviewed by the Governing Body – September 2025 and annually thereafter

Date of Policy: September 2026

Governing Body approved:

Signed by the Chair of Governors_____**.**

Appendix 1 – Initial Concerns Form

Kenmore Park Infant & Nursery School

Initial Concerns Form

Name		Class	
Date		DOB	

Cause for concern(s)	Views of Parents

Potential barriers to learning

Agreed Actions/Targets (to remove barriers for learning):	By:	Expected Outcomes

Review Date and Time:	